



## EDGEWOOD MIDDLE

200 Edgewood Circle  
Ninety Six, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	411 Students	
<b>Principal</b>	Kelly Fisher	864-543-3511
<b>Superintendent</b>	Dr. Mark Petersen	864-543-3100
<b>Board Chair</b>	Mr. Sam Corley	864-223-2082

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

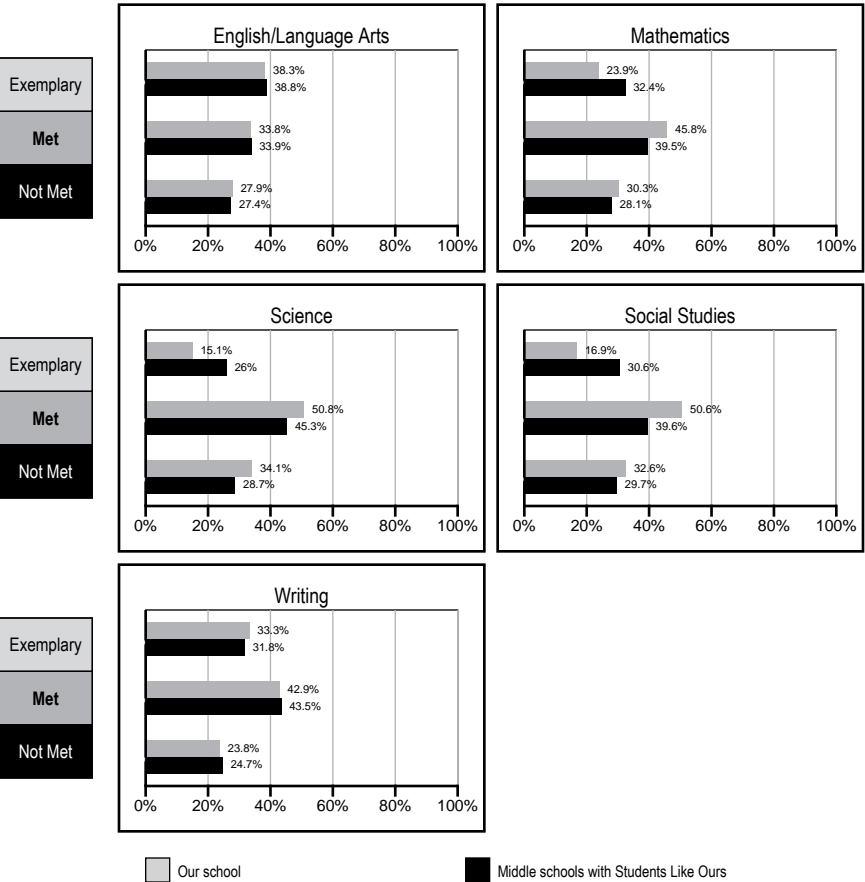
97%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
4	16	29	0	1

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	96.9%	96.9%
English 1	N/A	95.7%
Physical Science	N/A	25.9%
US History and the Constitution	N/A	N/A
All Subjects	96.9%	95.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=411)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	11.9%	Down from 15.4%	38.2%	24.2%
Retention rate	1.0%	Up from 0.3%	0.7%	0.7%
Attendance rate	96.0%	Down from 96.2%	95.9%	95.9%
Eligible for gifted and talented	30.3%	Up from 24.6%	19.3%	16.4%
With disabilities other than speech	7.8%	Up from 7.5%	11.8%	12.0%
Older than usual for grade	1.9%	Down from 2.1%	2.0%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.9%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=25)</b>				
Teachers with advanced degrees	48.0%	Up from 46.2%	59.2%	58.5%
Continuing contract teachers	68.0%	Down from 76.9%	82.5%	80.0%
Teachers with emergency or provisional certificates	18.2%	Up from 16.7%	4.1%	4.0%
Teachers returning from previous year	87.0%	Up from 85.3%	85.6%	84.6%
Teacher attendance rate	96.5%	Up from 91.5%	95.6%	95.4%
Average teacher salary*	\$45,307	Down 0.9%	\$47,145	\$46,561
Professional development days/teacher	12.2 days	Down from 14.8 days	10.1 days	10.2 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	24.4 to 1	Up from 21.0 to 1	22.7 to 1	21.1 to 1
Prime instructional time	91.6%	Up from 85.8%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Up from 99.5%	98.6%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$7,629	Down 0.8%	\$7,217	\$7,802
Percent of expenditures for instruction**	63.2%	Down from 64.5%	64.2%	63.8%
Percent of expenditures for teacher salaries**	58.6%	Up from 55.9%	60.9%	60.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Report of Principal and School Improvement Council

Edgewood Middle had a very successful year in 2009-2010! We are extremely proud of the fact that our students and staff worked hard to make gains on our annual School Report Card. We jumped two levels on the EAA rating scale for improvement and made a one level gain on the absolute rating. We can attribute these gains to multiple factors. We continued our focus on school-wide literacy by encouraging students to read 25 books annually. Students were recognized for successfully completing increments of five books throughout the year, and students who met the goal of 25 were recognized and rewarded with a book talk luncheon off campus. Teachers also focused on activities that concentrated on improving literacy across the curriculum.

Our Algebra I program continued to be a success with a 97% pass rate for the EOCT. This was the first year of Edgewood's After School program. 100% of the students receiving academic support through the program met grade level requirements. This was also the first year of PASS testing, and we are pleased with our baseline data as we move forward. MAP continues to be a strong indicator of potential performance for PASS, and our data shows continued progress. MAP data is extremely helpful in designing classroom instruction and meeting individual student needs.

Edgewood continues to be successful in many other areas. We maintained our excellent partnership with the South Carolina Army National Guard and the "Stay on Track" program. Our focus is to help every student set goals to remain tobacco, drug and alcohol free for life! The third year of our school-wide anti-bullying program (Success) focused on the Pyramid of Success program founded by Coach John Wooden. This program teamed teachers and staff to each homeroom in order to improve and build student/teacher relationships. Success classes also integrated career education. Students applied knowledge of the Pyramid of Success character traits to careers; developing an understanding that positive character traits lead to success in life. Our Career program included many classroom speakers from the community who related job skills to specific content areas. Additionally, our annual Career Day once again had over 25 business and agency participants. All of our students participated in Job Shadow Day through either a real world or virtual experience.

Professionally, our staff attended many professional learning opportunities and increased efforts to use data analysis for improving instruction. It is the continued efforts of our staff that made 2009-2010 a success and will continue to move us forward. Our PTO and SIC are a successful support system. The SIC spent last year looking to build better relationships with parents and the community in addition to finding ways to support the instructional program. The PTO once again supported the annual academic awards banquet and many other activities that made 2009-2010 special for students and staff. We expect that the 2010-2011 school year will be even better than the previous one. We want all our students to succeed! Drop by Edgewood to see learning and achievement in progress! Success is our only option!

Principal – Kelly Fisher      SIC Chair – Robin McKellar

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	122	42
Percent satisfied with learning environment	77.8%	67.2%	76.2%
Percent satisfied with social and physical environment	74.1%	60.3%	66.7%
Percent satisfied with school-home relations	92.3%	85.1%	71.4%

\* Only students at the highest middle school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	411	100	27.8	33.7	38.5	83.3	88.1	83.5	Yes	Yes
<b>Gender</b>										
Male	212	100	33.7	32.7	33.7	74.6	82.5	80.1	N/A	N/A
Female	197	100	21.6	34.7	43.7	92.6	93.8	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	305	100	22	35.3	42.7	87.1	90.9	89.6	Yes	Yes
African American	98	100	47.9	29.8	22.3	70.2	77.8	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	32	100	58.1	25.8	16.1	54.8	59.2	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	201	100	40.1	29.9	29.9	74.6	82.6	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	411	100	31.1	47.1	21.8	79.7	85.8	80.4	Yes	Yes
<b>Gender</b>										
Male	212	100	30.2	47.8	22	79	84.1	78.4	N/A	N/A
Female	197	100	32.1	46.3	21.6	80.5	87.6	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	305	100	25.8	48.1	26.1	83.1	88.9	87.8	Yes	Yes
African American	98	100	48.9	43.6	7.4	68.1	74.3	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	32	100	74.2	16.1	9.7	35.5	54.9	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	201	100	39.1	47.2	13.7	76.1	82.6	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	270	100	34	50.6	15.4	66	72.7	67.3
Gender								
Male	129	100	33.6	48	18.4	66.4	72	66.9
Female	141	100	34.3	53	12.7	65.7	73.4	67.7
Racial/Ethnic Group								
White	205	100	26.8	54.5	18.7	73.2	80	79.6
African American	60	100	59.6	36.8	3.5	40.4	45.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	20	100	73.7	15.8	10.5	26.3	32.7	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status								
Subsidized meals	135	100	42.7	47.3	9.9	57.3	64.1	55.4

Social Studies

All Students	272	100	32.6	50.6	16.9	67.4	75.7	70.9
Gender								
Male	151	100	37.7	41.1	21.2	62.3	69.7	70.1
Female	119	100	26.1	62.6	11.3	73.9	81.6	71.7
Racial/Ethnic Group								
White	197	100	27.2	51.3	21.5	72.8	80.4	79.2
African American	69	100	50	47	3	50	58.8	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	21	100	52.4	42.9	4.8	47.6	45.5	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	I/S	68
Socio-Economic Status								
Subsidized meals	122	100	43.3	45.8	10.8	56.7	65.6	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	414	99.8	23.8	42.9	33.3	76.2	78.4	72.1	96	96.3
Gender										
Male	216	100	31.6	42.1	26.3	68.4	69.8	65.2	95.9	96.1
Female	197	99.5	15.3	43.7	41.1	84.7	87.1	79.2	96.2	96.5
Racial/Ethnic Group										
White	308	100	20.4	41.1	38.5	79.6	81.9	80.8	96	96.3
African American	98	99	36.2	47.9	16	63.8	64.7	59.7	96	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	98.7	99
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	64.6	96.9	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	91.7
Disability Status										
Disabled	34	97.1	80.6	16.1	3.2	19.4	23.9	27.7	95.2	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	63.7	95.4	93.5
Socio-Economic Status										
Subsidized meals	204	99.5	34.7	43.2	22.1	65.3	69.5	61.9	95.5	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	125	100	22.5	46.7	30.8	77.5
	7	141	100	22.1	51.5	26.5	77.9
	8	111	100	34.6	31.8	33.6	65.4
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	139	100	22.8	38.2	39	77.2
	7	131	100	24.8	33.6	41.6	75.2
	8	141	100	35.8	29.1	35.1	64.2

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	125	100	25	56.7	18.3	75
	7	141	100	24.3	39.7	36	75.7
	8	111	100	41.1	32.7	26.2	58.9
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	139	100	26.5	47.1	26.5	73.5
	7	131	100	20	52.8	27.2	80
	8	141	100	46.3	41.8	11.9	53.7

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	62	100	40	51.7	8.3	60
	7	141	100	28.7	62.5	8.8	71.3
	8	55	100	44.2	38.5	17.3	55.8
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	68	100	35.8	49.3	14.9	64.2
	7	131	100	28.8	56.8	14.4	71.2
	8	71	100	41.8	40.3	17.9	58.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	63	100	8.3	66.7	25	91.7
	7	141	100	41.2	43.4	15.4	58.8
	8	56	100	36.4	29.1	34.5	63.6
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	71	100	20.3	69.6	10.1	79.7
	7	131	100	36	44.8	19.2	64
	8	70	100	38.8	41.8	19.4	61.2
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	125	100	27.5	45.8	26.7	72.5
	7	142	100	28.5	39.4	32.1	71.5
	8	109	100	29.2	39.6	31.1	70.8
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	140	100	21.2	41.6	37.2	78.8
	7	131	100	25.6	41.6	32.8	74.4
	8	143	99.3	24.8	45.3	29.9	75.2

Abbreviations for Missing Data

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